Taking the Pulse of Your Learners: Ongoing Classroom Assessment Techniques

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References:

1. http://www.siue.edu/~deder/assess/catmain.html

Southern Illinois University's Undergraduate Research Academy hosts a webpage which lists and describes more than 20 techniques for collecting feedback about student learning.

2. http://www.literacynet.org/icans/chapter02/alongtheway.html

Along the Way: Ongoing Assessment Tools

from *Making Meaning Making Change*, by Elsa Roberts Auerbach

At this site you can find a copy of the above article which highlights methods such as checklists, journals, newsletters, portfolios, peer-interviews, student conferences, etc. for systematic use to gauge student learning.

3. a. http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/assess-1.htm

   b. http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/assess-2.htm

CLASSROOM ASSESSMENT TECHNIQUES

By Thomas A. Angelo and K. Patricia Cross
From *Classroom Assessment Techniques, A Handbook for College Teachers*, 2nd Ed.

CLASSROOM ASSESSMENT TECHNIQUE EXAMPLES

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At the above sites you can find copies of articles by Angelo and Cross who were among the first to conduct research related to Classroom Assessment Techniques. The first article highlights the assumptions underlying CATs, their prominent features, and a step-by-step plan to start using them in the classroom. The second article describes 5 techniques- 4 of which were mentioned in the TAA presentation.

4. http://www.ntlf.com/html/lib/bib/assess.htm

This article is from the National Teaching and Learning Forum. It explains what CATs are and the rationale behind them, and gives 8 examples of them.

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Summary of Classroom Assessment Techniques

Name	Evaluates	How It's Done	How to Use
Background Knowledge Probe	Existing knowledge and skills	Short, simple questionnaires - require students to write short answers, circle the correct response to multiple-choice questions, or both.	Review and use to determine scope of lessons in order to accommodate students' strengths and weaknesses.
KWL Chart	Existing knowledge, skills, and interests; comprehension	On paper students fill out first two of 3 sections: K (know already), W (want to know). When unit or lesson is through, students complete the L (what I learned) section as their assessment.	Use to plan lessons so questions of interest are covered and information isn't repeated. Use for assessment at end of unit.
One-Minute Paper	Course knowledge and skills; comprehension	During last few minutes of class students write some variation of "Most important thing I learned today and what I understood least."	Review before next class meeting and use to clarify, correct, or elaborate.
Muddiest Point	Course knowledge and skills; comprehension	Similar to One-Minute Paper but only ask students to describe what they didn't understand and what they think might help.	Same as One-Minute Paper. If many had the same problem, try another approach.
One Sentence Summary	Course knowledge and skills; comprehension	Students are given a specific topic or point to summarize using WDWWWWHW format.	Review before next class meeting and use to clarify, correct, or elaborate.
Clear and Unclear Windows	Course knowledge and skills; comprehension	Students divide sheets of paper into "Clear Windows" (what they have learned/understand about the topic) and "Unclear Windows" (concepts or skills they don't understand/need clarification.)	Review before next class meeting and use to clarify, correct, or elaborate.
Semantic or Mind Map	Course knowledge and skills; comprehension	The main topic or concept is in the middle of a piece of paper, each detail is a branch off of the main topic. Each branch may have further branches, and so on.	Use to determine how students organize and comprehend material
Exam Evaluations	Reactions to Instruction Methods	Ask students to evaluate their preparation and methods and how well the test(s) measures knowledge/ skills	Gain insight into students' perceptions of themselves and their skills. Make reasonable changes to tests.

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